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ABSTRACT

This report presents the results of an evaluation of the 2-year operation of Michigan's Parents Training Parents Program, which provides parents of handicapped children with knowledge, skills, information, and support to obtain increased and improved services for their children. Staff and volunteers (all parents of handicapped children) provide individual assistance, resource and referral assistance, parent training workshops, and public outreach activities. Evaluation data were collected from several sources, including evaluation forms for parent training workshops, individual assistance intake forms, program presentation forms, and a telephone follow-up survey. Results indicated that parent trainer contacts, primarily related to support, consultation, and scheduling the first year, increased in the individual assistance area in the second year. A total of 57 workshops reached 1,187 parents and 240 professionals, most of whom favorably evaluated both the workshop content and the parent trainers' presentations. Individual assistance services were used by 1,259 persons, changing from primarily workshop-related inquiries the first year to individual assistance requests the second year. Public information efforts included articles in special interest newsletters, television and radio appearances, news releases, and brochures. Appendices list program contributors and some comments from workshop evaluations. (CB)

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CAUSE, INC.

(Citizens Alliance To Uphold Special Education, Inc.)

EVALUATION REPORT
1984 – 1986

THE "PARENTS TRAINING PARENTS" PROGRAM

Prepared By CAUSE Staff:

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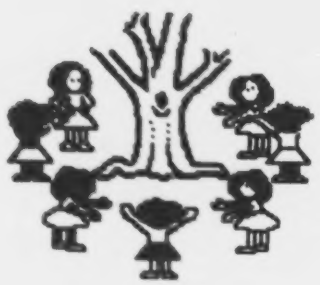

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ACKNOWLEDGEMENTS

The "Parents Training Parents" Program has been successful far beyond our expectations. This success has been built on the efforts of many individuals and organizations. It is a credit to all for their cooperative efforts and willingness to work together on behalf of Michigan's students with handicaps.

The project's Special Governing Committee has guided our project with their expertise and generous support. The committee identifies needs, recommends changes and monitors the program's progress toward meeting its goals and objectives. The Project's 1984-86 Special Governing Committee Members were:

Carolyn Fowler
Mary Gilbertson
Judith Greenbaum
Helene Gruber
David Haarer
Claudreen Jackson
Miriam King
Harriet Kirk
Lou Maniaci
Judith A. Morgan
Shirley Shapiro
Shirley Swegles
Mary Ellen Wozniak

The Parent Trainers, all parents of handicapped persons, have been out there on the line putting forth an effort that is amazing. It surely is true if you want something done, "ask a busy person to do it!". The dedication of our trainers and their sincerity in helping others has made the project successful. People make things work and the Parent Trainers are the strength of the program. Special thanks to the 1984-86 parent trainers:

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Joyce Tripp
Beverly Zuckerman

The endorsement of the CAUSE Board of Directors and their agencies of this project and their efforts to promote understanding and acceptance have been a tremendous asset and motivational force.

The following organizations are members of the Citizens Alliance to Uphold Special Education (CAUSE):

Association For Retarded Citizens/Michigan(ARC/MI)
Michigan Alliance of School Physical and Occupational Therapists (MASPOT)
Michigan Association for Learning Disabilities Educators (MALDE)
Michigan Association of School Psychologists (MASP)
Michigan Association of Teachers of Emotionally Disturbed Children (MATEDC)
Michigan Education Association (MEA)
Michigan Federation of Teachers (MFT)
Michigan School Social Workers Association (MSSWA)
Michigan Society for Autistic Citizens (MSAC)
Michigan Speech-Language-Hearing Association (MSHA)
Physically Impaired Association of Michigan (PIAM)
Teacher Consultants of Michigan (TCM)
United Cerebral Palsy Association of Michigan (UCP)

Both the Parent Advocacy Coalition for Educational Rights (PACER) and Technical Assistance to Parent Projects (TAPPS) along with the other parent training centers have been our inspiration and fountain of knowledge along the way. Without their assistance we would never have gotten the project off the ground.

The Michigan Department of Education Special Education Services, the Michigan Rehabilitation Services, and the Michigan Protection and Advocacy Service Staffs have been most cooperative and helpful in providing us with training, support, and materials. We are grateful for their expertise and guidance. Working with them has brought us all more insight and understanding of how the system works and how to best meet the needs of parents.

Additionally, financial support has come from various corporations, agencies and individuals. Contributions of office equipment and training materials assisted us in getting the most out of grant dollars and the maximum services to handicapped students. The contributions of all the individuals and organizations sponsoring workshops and the corporations who have donated equipment have been essential to the success of the "Parents Training Parents" Program.

We sincerely thank the following corporations and agencies for their generous support of our program:

Allegan Intermediate School District
Apple Computer Incorporated
Area Child Amputee Center, Michigan Department of Public Health
Association For Children and Adults with Learning Disabilities (MACLD)
Association For Retarded Citizens/Calhoun
Association For Retarded Citizens/Manistee
Association For Retarded Citizens/Marquette
Association For Retarded Citizens/Michigan
Association For Retarded Citizens/Mt. Pleasant
Association For Retarded Citizens/Northwest Communities
Association For Special Kids (ASK), Parent Support Group, Ionia

Bank of Lansing
Berrien County Intermediate School District
Center of Handicapper Affairs
Clinton County Intermediate School District
Copper Country Mental Health Department
Detroit Public Schools
Division of Crippled Children, Michigan Department of Public Health
Down Syndrome Association
Eastern Michigan University, Labor Studies Program, Union, Minorities, Women and Handicappers Program
Escanaba Intermediate School District
Epilepsy Center of Michigan
Family Support Subsidy Program
First of America Central
Flint Community Schools
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Great Lakes Area Regional Resource Center (GLARRC), Ohio State University
Ingham County Parent Advisory Committee
Ionia County Intermediate School District
Kent Intermediate School District
Lansing School District
Macomb Intermediate School District
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Mental Health Association of Michigan
Michigan Alliance of School Physical and Occupational Therapists
Michigan Association for Children with Learning Disabilities/Southfield Chapter
Michigan Association for Emotionally Disturbed Children
Michigan Commission for the Blind
Michigan Consolidated Gas Company
Michigan Department of Education, Bi-lingual Department
Michigan Department of Education, Special Education Services
Michigan Education Association
Michigan Federation of Teachers
Michigan Head Injury Alliance
Michigan Protection and Advocacy Services
Michigan Rehabilitation Services
Michigan School Social Workers Associations
Michigan Society for Autistic Citizens
Michigan Society for Autistic Citizens/Kalamazoo Chapter
Michigan Society for Autistic Citizens/Northwest Chapter
Michigan Society for Deaf Children
Michigan Speech-Language-Hearing Association
Michigan State Board of Education
Midland Intermediate School District
Motor Wheel Corporation
Mott Children's Health Center
National Information Center for Handicapped Children and Youth
Ovid Parent Advisory Committee
Parent Advisory Coalition for Educational Rights (PACER Center, Minneapolis, Minnesota
Parent Awareness, Delta College
Parents of Special Kids
Physically Impaired Association of Michigan
Project Find, Michigan Department of Education

Retired Senior Volunteer Program (RSVP), Lansing
Spina Bifida Association/Kalamazoo Chapter
St. John's Parent Advisory Committee
Starr Commonwealth Schools, Albion, Michigan
Statewide Communication and Dissemination System (SCADS)
Teacher Consultants of Michigan
Technical Assistance To Parent Projects (TAPPS)
Council for Exceptional Children
Tourette Syndrome, Wyoming County Chapter
United Cerebral Palsy Association of Michigan
United Way of Michigan
U.S. Department of Education
Van Buren Parent Advisory Committee
Walter Neller Company
Wayne County Intermediate School District
Wayne County Special Education Council
WLNS TV - Channel 6, Lansing

The cooperation, community ownership and support from a wide variety of sources further proves that we can all work together no matter how diverse we may seem to reach a goal that improves the quality of life for all Michiganians, non-handicapped and handicapped alike. It is with humble sincerity that we thank everyone who has in any way helped us to succeed.

Eileen M. Cassidy,
Executive Director

Sue Pratt,
Director of Training

INTRODUCTION

This report summarizes data collected during the two years of operation of the CAUSE Parent Training and Information Center (hereafter referred to as the "Parents Training Parents" Program). Data collection covers the period from July 1, 1984 to June 30, 1986.

The goal of the "Parents Training Parents" Program is to provide parents of handicapped children with knowledge, skills, information and support so that they can obtain increased and improved services for their children. The staff and volunteers work toward our goal by providing:

A. Individual Assistance
B. Resource And Referral Assistance
C. Parent Training Workshops
D. Public Outreach Activities

Evaluation data was gathered from several sources, including evaluation forms filled out by persons who attended parent training workshops, individual assistance intake forms, program presentation forms, and a telephone follow-up survey.

The "Parents Training Parents" Program is funded by a grant from the Division of Personnel Preparation, Office of Special and Rehabilitation Services, United States Department of Education and through public and private contributions.

"PARENTS TRAINING PARENTS" PROGRAM

THE "PARENTS TRAINING PARENTS" PROGRAM

In July of 1984, CAUSE received a two-year grant from the United States Department of Education, Office of Special and Rehabilitative Services, Division of Personnel Preparation. The goal of the project was to provide parents of handicapped children with knowledge, skills, information, and support so that they could obtain increased and/or improved educational services for their children.

The program objectives were to assist parents to:

- Better understand the nature and needs of their child's handicapping conditions;
- Provide follow-up support for their child's educational programs;
- Communicate more effectively with special and regular educators and service providers;
- Participate in educational decision-making processes including the development of their child's individualized education program;
- Obtain information about available programs, services, and resources and their relative appropriateness; and
- Understand relevant legal rights and responsibilities corresponding to provisions for the education of handicapped children and youth.

The "Parents Training Parents" Program is governed by a committee composed of parents and professionals, the majority of which are parents of children with special needs. Program Trainers are all parents of children with handicapping conditions. The program is based upon the philosophy that informed parents are best able to support other parents of children with special needs as they share similar experiences and concerns.

CAUSE provides the following services throughout the state of Michigan:

LEVEL I. TRAINING OF TRAINERS

Includes training sessions, field practicums and technical assistance to parent trainers. Persons who receive this training commit to be a parent trainer for two or more years.

LEVEL II. WORKSHOPS FOR ALL PARENTS OF HANDICAPPED CHILDREN

Includes workshops on special education laws, communication skills, and rights and responsibilities to assist parents to work cooperatively with the schools. Workshops are held throughout the state in cooperation with local co-sponsoring agencies. Participants include parents of children/youth with all disabilities and interested professionals and other persons.

LEVEL III. INDIVIDUAL ASSISTANCE

Includes assistance to parents of handicapped children by telephone, mail or in person. CAUSE staff and volunteers provide resource and referral information, materials and advice.

LEVEL IV. PUBLIC INFORMATION

Includes efforts to inform parents, professionals and the general public of the "Parents Training Parents" Program and the unique needs of handicapped children. Activities include presentations to parent and professional organizations, public service announcements and general information sessions.

Additionally, CAUSE has expanded its services to parents by providing the following programs:

Direction Services - A sub-contract was awarded from the Great Lakes Area Regional Resource Center to establish and update a computerized information and referrral system of services available to parents and professionals in special education.

Minority Outreach Program - The Minority Outreach Program was funded by the United Way of Michigan to identify barriers which black parents face in becoming involved in the education process and parent organizations. This project includes research and the development and implementation of a model to involve black parents in the Individualized Educational Planning Committee (IEPC) process and parent organizations.

LEVEL I

"TRAINING OF TRAINERS"

LEVEL I - "TRAINING OF TRAINERS"
EVALUATION OF 1984-86 ACTIVITIES

PURPOSE: The goal of this level of service is to train a cadre of volunteer parent trainers to provide training to other parents of children with handicapping conditions. In the two years, a total of 22 trainers were trained and continued with the project to complete their two year commitment.

ACTIVITIES: Parent Trainers are solicited statewide and are selected by the Special Governing Committee. Special consideration is given to recruiting parents who possess good communication skills, positive attitudes, members of minority groups and representatives from varying disability areas. (See Appendix C for **Geographic Distribution of Parent Trainers, 1984-86).**

Parent Trainers make a two year commitment to complete the following each year:

1. Attend two weekend trainings.
2. Assist at a minimum of two field trainings.
3. Provide at least two workshops.

PRE-TEST/POST-TEST RESULTS

Trainers are tested prior to attendance at the weekend trainings and post tested after the trainings to assess knowledge attainment.

The pre-post test assesses knowledge of basic rights and laws, Individual Educational Planning Committee (IEPC) Process, State Agencies, and due process.

Pre-test/Post-test scores indicate an average pre-test score of 71.25%, an average post-test score of 91.77% and an average improvement of 20.5%. Results indicate that the parent trainers' knowledge significantly increased as a result of workshop information and technical assistance.

PRE-POST TEST RESULTS

PRE-TEST % CORRECT	POST-TEST % CORRECT	PERCENT IMPROVED
75.68%	94.59%	18.92%
81.08%	97.30%	16.22%
72.97%	86.49%	13.51%
64.86%	78.38%	13.51%
67.57%	81.08%	13.51%
70.27%	83.78%	13.51%
56.76%	86.49%	29.73%
54.05%	89.19%	35.14%
62.16%	91.89%	29.73%
62.16%	97.30%	35.14%
86.49%	97.30%	10.81%
83.78%	100.00%	16.22%
62.16%	89.19%	27.03%

	PRE-TEST % CORRECT	POST-TEST % CORRECT	PERCENT IMPROVED
	64.86%	89.19%	24.32%
	78.38%	94.59%	16.22%
	56.76%	91.89%	35.14%
	72.97%	94.59%	21.62%
	75.68%	91.89%	16.22%
	75.68%	94.59%	18.92%
	86.49%	97.30%	10.81%
	86.49%	97.30%	10.81%
	81.08%	94.59%	13.51%
AVERAGE:	71.74%	91.77%	20.02%

TECHNICAL ASSISTANCE

Parent Trainers have access to the Director of Training and other staff through the statewide watts line. Additionally, approximately fifteen mailings per year provide parent trainers with updates on current developments in the field.

YEAR I TECHNICAL ASSISTANCE

Total Number of Requests for Assistance*	Total Number of Contacts
243	171

NUMBERS AND TYPE OF ASSISTANCE

TYPE	NUMBER	PERCENT
LEVEL I: Support, Consultation and Scheduling	189	77.8%
LEVEL II: Workshop Requests	27	11.10%
LEVEL III: Individual Assistance	27	11.10%

*NOTE: Typically, several types of requests take place during the same contact.

YEAR II TECHNICAL ASSISTANCE

Total Number of Requests for Assistance*	Total Number of Contacts
171	116

NUMBERS AND TYPE OF ASSISTANCE

TYPE	NUMBER	PERCENT
LEVEL I: Support, Consultation and Scheduling	88	51.5%
LEVEL II: Workshop Requests	11	6.4%
LEVEL III: Individual Assistance	72	42.1%

CONCLUSION

In the first year, parent trainer contacts were primarily related to support, consultation and scheduling. In the second year, contacts increased in the individual assistance area as the parent trainers had more information requests based upon their contacts with parents at workshops and as a community resource to parents.

*Note: Typically, several types of requests take place during the same contact.

1984 - 86 PARENT TRAINERS

GEOGRAPHIC DISTRIBUTION

PARENT TRAINERS BY REGION:

Region One:	1
Region Two:	4
Region Three:	4
Region Four:	6
Region Five:	7
TOTAL	22

LEVEL II

WORKSHOPS

LEVEL II - WORKSHOPS FOR ALL PARENTS OF HANDICAPPED CHILDREN
EVALUATION OF 1984-85 ACTIVITIES

PURPOSE

The goal of the project was to provide 25 workshops each year. In the first year 28 workshops were provided and 29 in the second year. The workshop content was designed to meet the project goals.

The total number of workshop participants was 1,427, (1,187 parents and 240 professionals). Workshop content included three types of curriculum:

1. Activating Parents In the Special Education Process
2. Communication Skills
3. Requested Topics

WORKSHOP PARTICIPANTS

DEMOGRAPHICS:

1. ARE YOU A PARENT OR PROFESSIONAL?

Year I:	Year II	TOTAL
647 Parents	540 parents	1187 parents
70 Professionals	170 Professionals	240 professionals
717 Total	760 Total	1,427 GRAND TOTAL

2. WHAT IS THE AGE OF YOUR HANDICAPPED CHILD?

	YEAR I		YEAR II		TOTAL	
AGE	Number	%	Number	%	Number	%
Birth-5 years	46	14.4%	39	17.33%	85	15.60%
6-11 years	123	38.44%	82	36.44%	205	37.60%
12-14 years	67	21.0%	50	22.22%	117	21.50%
15-18 years	51	16.0%	35	15.55%	86	15.80%
19 and Up	33	10.16%	19	8.46%	52	9.50%

3. WHAT IS YOUR CHILD'S PRIMARY DISABILITY?

	YEAR I		YEAR II		YEARS I & II	
	Number	%	Number	%	Number	%
Autism	17	10%	17	9%	34	9.5%
Hearing Impaired	13	7.5%	17	9%	30	8.3%
Learning Disabled	45	26%	26	14%	71	18.0%
Emotionally Impaired	8	5%	13	7%	21	6.0%
Physically or Otherwise Health Impaired	5	3%	4	2%	9	2.5%
Visually Impaired	4	2%	8	4%	12	3.3%
Emotionally Mentally Impaired	48	28%	29	16%	77	21.4%
Trainable Mentally Impaired	7	4%	8	2%	15	4.2%
Speech-Language Impaired	10	6%	9	5%	19	5.3%
Mental Retardation/ Developmentally Disabled			5	3%	5	1.4%
Severely Mentally Impaired or Severely Multiply Impaired	10	6%	11	6%	2	6.0%
Other	6	3%	39	21%	45	12.5%
TOTALS	173		186		359	

EVALUATION OF WORKSHOPS

EVALUATION OF WORKSHOPS

I. ACTIVATING PARENTS IN THE SPECIAL EDUCATION PROCESS

A. WORKSHOP CONTENT

This workshop is designed to help parents participate effectively in the planning, development, and decision-making for their handicapped child's education.

Topics to be covered include:

- Understand the law and your rights.
- Obtain information on services, resources and programs available.
- Become an educational advocate for your child.
- Prepare for and participate in the Individualized Educational Planning Committee process.

B. WORKSHOP MATERIALS

1. Agenda
2. Community Resource Sheet
3. Evaluation form
4. Handouts:

    a. Special Education Overview
    b. Fundamental Concepts
    c. Dispute Resolution
    d. Common Special Education Terms and Abbreviations
    e. Least Restrictive Environment Brochure
    f. CAUSE Brochures
    g. Program Objectives Information
    h. Civil Rights Information (Section 504)

C. EVALUATION DATA

A total of 657 parents and professionals attended the 29 Activating Parents in The Special Education Process workshops. Of those attending, 571 completed the evaluation form.

1. HOW WOULD YOU RATE WORKSHOP QUALITY?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	148	54%	108	37%	256	45%
4 = Very Good	106	38	152	52%	258	45%
3 = Good	22	8%	31	10%	53	9%
2 = Satisfactory		0	4	1%	4	1%
1 = Needs Improvement		0		0		0
TOTALS:	276		295		571	

2. HOW WOULD YOU RATE WORKSHOP USEFULNESS?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	120	68%	109	58%	237	63%
4 = Very Good	51	27%	57	30%	108	29%
3 = Good	8	4%	19	10%	27	7%
2 = Satisfactory	2	1%	4	2%	6	1%
1 = Needs Improvement		0		0		0
TOTALS:	189		189		378	

3. HOW WOULD YOU RATE WORKSHOP CONTENT?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	162	64%	106	55%	268	60%
4 = Very Good	76	30%	63	33%	139	31%
3 = Good	15	5%	22	12%	37	8%
2 = Satisfactory	2	1%		0	2	1%
1 = Needs Improvement						
TOTALS:	255		191		446	

4. HOW WOULD YOU RATE QUALITY OF PRESENTATIONS?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	141	77%	105	49%	246	62%
4 = Very Good	13	7%	74	35%	87	22%
3 = Good	28	15%	35	16%	63	16%
2 = Satisfactory	1	.05%			1	0%
1 = Needs Improvement	1	.05%			1	0%
TOTALS:	184		214		398	

5. DID YOU LEARN ANYTHING FROM THIS WORKSHOP?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
# YES	249	94%	191	94%	440	94%
# NO	15	6%	12	6%	27	6%
TOTALS:	264		203		467	

6. DID THE TRAINING IMPROVE YOUR ABILITY TO ADVOCATE FOR YOUR CHILD?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
# YES	228	97%	256	96%	484	96%
# NO	8	3%	12	4%	20	4%
TOTALS:	236		268		504	

D. FOLLOW-UP CALLS - ACTIVATING PARENTS IN THE SPECIAL EDUCATION PROCESS WORKSHOP

Follow-up calls were made to 55 of the "Activating in the Special Education Process" workshop participants to ascertain the workshop's long term impact.

1. WAS ANY OF THE INFORMATION PRESENTED AT THE WORKSHOP OF PERSONAL HELP TO YOU?

Number Respondents	Percent
Yes - 52	95%
No - 3	5%

2. HAVE YOU HAD THE OPPORTUNITY TO USE ANY OF THE MATERIALS THAT WERE IN THE WORKSHOP PACKET? IF SO, WHICH MATERIALS WERE THEY?

Number Respondents	Percent
YES - 33	61%
NO -21	39%

3. HAS YOUR CHILD RECEIVED BETTER SERVICES BECAUSE YOU HAVE PUT WORKSHOP INFORMATION TO USE?

Number Respondents	Percent
YES - 39	71%
NO -16	29%

COMMUNICATION SKILLS WORKSHOP

A. WORKSHOP CONTENT

This workshop includes role playing and communication skill building activities designed to assist parents in communicating more effectively with special and regular educators and service providers.

Topics to be covered include:

- Effective Communication Techniques
- Effective Parent/Professional Communication Skills

B. WORKSHOP MATERIALS:

1. Agenda
2. Community Resource List
3. Evaluation Form
4. Handouts:

    a. Basic Rights
    b. Repeat, Repeat, Repeat
    c. How to Escalate Your Way to Services
    d. Using Negatives to Build Positives
    e. Assertiveness Exercise

5. Common Special Education Terms and Abbreviations
6. Least Restrictive Environment brochure
7. CAUSE brochures
8. Program Objectives information
9. Civil Rights Information

C. EVALUATION DATA - COMMUNICATION SKILLS WORKSHOP

A total of 184 parents and 22 professionals attended the 12 Communication Skills workshops. Of those attendees, 160 completed the workshop evaluation.

1. HOW WOULD YOU RATE WORKSHOP QUALITY?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	20	43%	49	43%	69	43%
4 = Very Good	15	33%	44	39%	59	37%
3 = Good	10	22%	21	18%	31	19%
2 = Satisfactory	1	2%	0		1	1%
1 = Needs Improvement		0		0		0
TOTALS:	46		114		160	

2. HOW WOULD YOU RATE WORKSHOP USEFULNESS?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	21	53%	46	50%	67	50%
4 = Very Good	13	33%	28	30%	41	31%
3 = Good	3	7%	15	16%	18	14%
2 = Satisfactory	3	7%	3	3%	6	4%
1 = Needs Improvement		0	1	1%	1	1%
TOTALS:	40		93		133	

3. HOW WOULD YOU RATE WORKSHOP CONTENT?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	19	40%	62	54%	81	50%
4 = Very Good	20	43%	35	31%	55	34%
3 = Good	7	15%	11	10%	18	11%
2 = Satisfactory	1	2%	5	4%	6	4%
1 = Needs Improvement			1	1%	1	1%
TOTALS:	47		114		161	

4. HOW WOULD YOU RATE QUALITY OF PRESENTATIONS?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	26	62%	49	44%	75	49%
4 = Very Good	10	24%	40	36%	50	33%
3 = Good	4	9.5%	18	16%	22	14%
2 = Satisfactory	2	4.5%	4	4%	6	4%
1 = Needs Improvement		0		0		0
TOTALS:	42		111		153	

5. DID YOU LEARN ANYTHING FROM THIS WORKSHOP?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
# YES	38	86%	91	82%	129	83%
# NO	6	14%	20	18%	26	17%
TOTALS:	44		111		155	

6. DID TRAINING IMPROVE YOUR ABILITY TO ADVOCATE FOR YOUR CHILD?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
# YES	34	89%	83	86%	117	87%
# NO	4	11%	14	14%	18	13%
TOTALS:	38		97		135	

D. FOLLOW-UP CALLS - COMMUNICATION SKILLS WORKSHOP

Follow-up calls were made to 20 Communication Skills workshop participants to ascertain whether the workshop had a long term impact.

1. WAS ANY OF THE INFORMATION PRESENTED AT THE WORKSHOP OF PERSONAL HELP TO YOU?

Number Respondents	Percent
YES - 17	85%
NO - 3	15%

2. HAVE YOU HAD THE OPPORTUNITY TO USE ANY OF THE MATERIALS THAT WERE IN THE WORKSHOP PACKET?

Number Respondents	Percent
YES - 7	67%
NO -5	33%

3. HAS YOUR CHILD RECEIVED BETTER SERVICES BECAUSE YOU HAVE PUT WORKSHOP INFORMATION TO USE?

Number Respondents	Precent
YES - 9	56%
NO -7	44%

III. REQUESTED TOPIC WORKSHOP

A. **WORKSHOP CONTENT:**

These workshops are individually designed to meet the needs of the requesting audience. Topics such as: The School to Work Transition, Accessing Community Resources, and other topics geared toward particular disability areas or interests.

B. **WORKSHOP MATERIALS:**

1. Agenda
2. Community Resource list
3. Evaluation Form
4. Specific handouts to be determined by Workshop Content

C. **EVALUATION DATA - REQUESTED TOPIC WORKSHOP**

A total of 346 parents and 132 professionals attended the 19 "Requested Topics" workshops. Of those attending, 141 completed the evaluation form.

1. HOW WOULD YOU RATE WORKSHOP QUALITY?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	49	45%	26	43%	75	44%
4 = Very Good	45	41%	28	46%	73	43%
3 = Good	11	10%	7	11%	18	10%
2 = Satisfactory	3	3%		0	3	2%
1 = Needs Improvement	1	1%		0	1	1%
TOTALS:	109		61		170	

2. HOW WOULD YOU RATE WORKSHOP USEFULNESS?

	YEAR I		YEAR II		TOTAL	
	# Respondents	%	# Respondents	%	# Respondents	%
5 = Excellent	57	51.8%	34	56%	91	53%
4 = Very Good	37	33.6%	25	41%	62	36%
3 = Good	14	12.7%	2	3%	16	9%
2 = Satisfactory	1	.95%		0	1	1%
1 = Needs Improvement	1	.95%		0	1	1%
TOTALS:	110		61		171	

3. HOW WOULD YOU RATE WORKSHOP CONTENT?

	YEAR I # Respondents	YEAR I %	YEAR II # Respondents	YEAR II %	TOTAL # Respondents	TOTAL %
5 = Excellent	60	56%	36	60%	96	57%
4 = Very Good	38	36%	18	30%	56	34%
3 = Good	6	5.6%	4	7%	10	6%
2 = Satisfactory	2	1.8%	2	3%	4	2%
1 = Needs Improvement	1	.6%		0	1	1%
TOTALS:	107		60		167	

4. DID YOU LEARN ANYTHING FROM THIS WORKSHOP?

	YEAR I # Respondents	YEAR I %	YEAR II # Respondents	YEAR II %	TOTAL # Respondents	TOTAL %
# YES	75	90%	47	96%	122	92%
# NO	8	10%	2	4%	10	8%
TOTALS:	83		49		132	

5. DID TRAINING IMPROVE YOUR ABILITY TO ADVOCATE FOR YOUR CHILD?

	YEAR I # Respondents	YEAR I %	YEAR II # Respondents	YEAR II %	TOTAL # Respondents	TOTAL %
# YES	75	96	39	100%	114	97%
# NO	3	4%	0	0	3	3%
TOTALS:	78		39		117	

D. <u>FOLLOW-UP CALLS</u> - REQUESTED TOPIC WORKSHOP

Follow-up calls were made to 47 of the "Requested Topics" workshop participants to ascertain whether the workshop had a long term impact.

1. WAS ANY OF THE INFORMATION PRESENTED AT THE WORKSHOP OF PERSONAL HELP TO YOU?

<u>Number Respondents</u>	<u>Percent</u>
YES - 29	97%
NA - 1	3%

2. HAVE YOU HAD THE OPPORTUNITY TO USE ANY OF THE MATERIALS THAT WERE IN THE WORKSHOP PACKET?

Number Respondents	Percent
YES - 18	67%
NO - 9	33%

3. HAS YOUR CHILD RECEIVED BETTER SERVICES BECAUSE YOU HAVE PUT WORKSHOP INFORMATION TO USE?

Number Respondents	Percent
YES - 20	77%
NO - 6	23%

CONCLUSION:

Fifty-seven workshops reached 1,187 parents and 240 professionals for a total 1,427 persons. Workshop participants favorably evaluated both the workshop content and the parent trainers' presentations.

Follow-up calls assessed long range usefulness of the workshop material and improved/increased services because attendees put workshop information to use.

1984 - 85 "PARENTS TRAINING PARENTS" PROGRAM WORKSHOPS

WORKSHOPS BY REGION:

Region One:	1
Region Two:	6
Region Three:	6
Region Four:	10
Region Five:	5
TOTAL	28

30

KEY:

O = Activating Parents in the Special Education Process

* = Communication Skills

X = Requested Topics

REGION ONE:	1 - Activating	REGION FOUR:	6 - Activating 1 - Communication 3 - Requested Topic
REGION TWO:	4 - Activating 1 - Comm. 1 - Requested	REGION FIVE:	2 - Activating 3 - Requested Topic
REGION THREE:	3 - Activating 1 - Comm. 3 - Requested		

1985 - 86 "PARENTS TRAINING PARENTS" PROGRAM WORKSHOPS

WORKSHOPS BY REGION:

Region One:	3
Region Two:	11
Region Three:	7
Region Four:	4
Region Five:	4
TOTAL	29

1985 - 86 LOCATION AND TYPE OF WORKSHOP

KEY:

O = Activating Parents in the Special Education Process

* = Communication Skills

X = Requested Topics

REGION ONE:	1 - Activating 1 - Comm. 1 - Requested	REGION FOUR:	3 - Activating 4 - Comm. 4 - Requested
REGION TWO:	2 - Activating 1 - Comm. 1 - Requested	Region FIVE:	2 - Activating 2 - Requested
REGION THREE:	5 - Activating 1 - Comm. 1 - Requested		

LEVEL III

INDIVIDUAL ASSISTANCE

EVALUATION ACTIVITIES 1985-86
LEVEL III - INDIVIDUAL ASSISTANCE

Purpose: The purpose of the individual assistance component is to provide parents and professionals information concerning available programs and services at the state and local levels. Specific information on laws, rights, the Individualized Educational Planning Committee process, special education information and resource and referral listings are available. Individual assistance services are also a means of providing ongoing support to the parent trainers so that they may directly assist other parents.

Through a subcontract from the Great Lakes Regional Resource Center, Ohio State University, CAUSE has developed a data base of over 2500 local and state resource and referral listings. Additionally, over 200 library resources are available to parent trainers, staff and others.

Evaluation: Individual Assistance

	Parents	Professionals	Total
Year I	363	210	573
Year II	398	280	686
	761	498	1,259

	YEAR I		YEAR II		TOTAL	
TYPE OF CONTACT	Number Respondents	%	Number Respondents	%	Number Respondents	%
Support/Consultation Scheduling	166	23%	132	13.1%	298	17%
Workshop Request	318	44%	195	19.3%	513	29.6%
Individual Assistance	242	33%	682	67.6	924	53.3%

INDIVIDUAL ASSISTANCE BREAKDOWN

	Number Respondents	%
Information & Referral	465	50.3%
Materials Request	58	6.2%
Identification	7	.8%
Assessment	22	2.4%
IEP	81	8.8%
Due Process	72	7.8%
Transition	41	4.4%
Non-Education	4	.4%
*Least Restrictive Environment	15	1.6%
Other	159	17.2%
TOTAL:	924	

* = Item added on Year II form only.

FOLLOW-UP CALLS - INDIVIDUAL ASSISTANCE

Follow-up calls to 47 individual assistance recipients yielded the following results:

1. **HOW HELPFUL WAS THE INFORMATION YOU RECEIVED ON THE PHONE?**

	Number Respondents	Percent
Very Helpful	32	68%
Moderately Helpful	7	15%
Slightly Helpful	3	6%
Not at all	3	6%
Not Sure Yet	2	6%

2. IF CAUSE REFERRED YOU TO ANOTHER PERSON OR AGENCY, DID YOU CONTACT THAT PERSON OR AGENCY?

	Number Respondents	Percent
YES	28	82%
NO	6	18%
NA	13	

IF YES, WAS THE CONTACT HELPFUL?

	Number Respondents	Percent
YES	23	82%
NO	6	18%
NA	14	

3. HOW HELPFUL WERE CAUSE'S SUGGESTIONS AND/OR INFORMATION?

	Number Respondents	Percent
VERY HELPFUL	28	76%
MODERATELY HELPFUL	6	16%
SLIGHTLY HELPFUL	1	3%
NOT HELPFUL	2	5%

4. DO YOU FEEL THAT YOU COULD HAVE RECEIVED THE ASSISTANCE YOU NEEDED IF CAUSE HAD NOT BEEN AVAILABLE?

	Number Respondents	Percent
YES	9	23%
NO	30	77%
UNDECIDED	8	

5. HAS THE INFORMATION YOU RECEIVED ENABLED YOU TO OBTAIN AT LEAST SOME OF THE SERVICES YOU FEEL YOUR CHILD NEEDS?

	Number Respondents	Percent
YES	31	66%
NO	5	11%
UNDECIDED	11	23%

6. WHAT SERVICES HAVE YOU HAD THE LEAST SUCCESS IN OBTAINING SO FAR?

Obtaining Group Home
Knowing what services available.
Helping school get a grant.
Summer programs
Recognition of LD child.
Transportation from private to public school.
Overcoming inappropriate labelling.
Speech/physical therapy.
Behavior situation.
Physical Therapy.
No inservice to the teacher of her autistic child.
Getting a program for daughter/child rides bus 1-1/2 hours per day.
Getting cooperation in Special Education process with school personnel.
Autistic impaired classroom in this county - still working on this.
Music and art therapy.
Occupational Therapy.
Teacher consultants for hearing impaired. Direct assistance for Hearing impaired.
Still trying to get an adaptor for son.
Art and music therapy, independent speech evaluation.
Dealing with the professionals in her area - not good enough in dealing with them. They do not have enough programs that are suitable for her kids.

7. GENERAL COMMENTS ABOUT CAUSE'S INDIVIDUAL ADVOCACY SERVICES:

CAUSE is wonderful - thank you.
Good Service.
Very helpful.
A good program and helpful.
This service needed for a long time. Gets parents communicating.
Fantastic organization and highly needed.
CAUSE is credited in getting our school administration to stick to State Guidelines.
A place for parents to turn to.
Fantastic.
Kind and very helpful help.
Very supportive.

CAUSE is great.
Very impressed with CAUSE.
Need more publicity.
Need a local CAUSE office.
Needed someone to listen and this was provided.
Generally helpful.
Service very valuable and hope it is refunded. Excellent resource for parents.
CAUSE helps parents understand the system and work with it.
This service very appreciated.
CAUSE is very good at helping parents look at their child's program.
Most valuable of the services we have is the individual advocacy services.

CONCLUSION:

Individual assistance services were used by a total of 1,259 persons (NOTE: some persons may have called more than once). In the first year the majority of contacts were primarily workshop related inquiries. This number decreased drastically in the second year as a mail-out system was instituted as a more cost effective means of providing such information. The second year shows a marked increase in individual assistance requests specifically for information and referral services.

Follow-up calls to individual assistance recipients yielded a favorable response. Respondents indicated that the information obtained assisted them to obtain services they felt their child needed.

LEVEL IV

PUBLIC INFORMATION

LEVEL IV - PUBLIC INFORMATION
EVALUATION OF 1984-86 ACTIVITIES

PURPOSE

The goal of this level of service is to inform parents, professionals and the general public of the "Parents Training Parents" Program and the unique needs of handicapped children. Activities include presentations to parent and professional organizations, public service announcements and general information sessions. The projected goal was to reach 4,000 people through the program information efforts. In the two years of service, the program has exceeded that goal and reached over 4,492 persons.

ACTIVITIES

1. Three news releases on the "Parents Training Parents" Program services and workshops were prepared and distributed to daily and weekly newspapers (approximately 1769 releases). Press releases were published extensively throughout the state.

2. Press releases on program services and workshops were prepared and distributed to 274 local television and 1,578 radio stations (approximately 274 television stations and 1578 radio stations).

3. A 60-second public service announcement was prepared with the assistance of Channel 6 WLNS, a local television station. A Public Service Announcement was developed specifically designed to recruit more male participation in the workshops. The tape pictured a father and daughter; the script read as follows:

   > "If you're the parent of a special child, we would like you to know that you are not alone. We're CAUSE, the Citizens Alliance to Uphold Special Education. What we do is help parents understand the needs of their special child. Through our workshops and group discussions, you will obtain the information which will aid you in making decisions that will effect your child's life. If you have a special child and would like help, we're only a phone call away. Call 485-4084 or Toll Free 1-800-221-9105."

   The Lansing/Jackson based station aired the spot several times a week for three months. The Public Service Announcement was also distributed to Channel 47, in Lansing, and aired approximately twice a week for three months.

4. Articles describing the "Parents Training Parents" Program services and workshops were written and distributed to state and local special interest newsletters. Over 276 articles publicized workshops and services.

5. "Parents Training Parents" Program staff and volunteers appeared on 22 television and radio programs.

6. Over 692 copies of the "Parents Training Parents" Program brochure were distributed statewide. The brochure describes the program, services and

workshops. Brochures were distributed by Service agencies, state and local parent organizations, and at workshops.

7. Approximately 43,795 workshop flyers were disseminated in the two year period.

8. Over 2500 contacts to state and local agencies were made to appraise them of workshops and services.

9. Workshop publicity campaigns included the following:

   a. Mailing of press releases to radio and television stations and newspapers within a 100 mile radius of the workshop.
   b. Reproduction of flyers for workshop co-sponsors or volunteers to distribute in the schools and at local parent meetings.
   c. Mailing of flyers and memos inviting participation by local and state parent organization members and various service agency recipients.
   d. In some cases, radio and television interviews of CAUSE staff or volunteers took place.

Presentations to over 67 groups were made by CAUSE staff and volunteers. The following organizations received presentations:

Report: YEAR I & II LIST

LOCATION	NAME	NO.PROF.	NO.PAR.	TOTAL
LANSING	ARC/MI BD OF DIR	83	17	100
LANSING	ARC/MI, EXEC COMM	20	5	25
OAKLAND ISD	BILINGUAL EDUCATORS & ADMINISTRATORS	75		75
GRAND RAPIDS	BILINGUAL LEP CONF	45		45
LANSING	BILINGUAL LEP CONF	70		70
GRAND RAPIDS	CEC, BD OF DIR	10	25	35
HOLLAND, HOPE COLLEGE	CHALLENGE OF CHILDREN CONFERENCE	10	18	28
LANSING	CMH BDS	2	5	7
LANSING	CMH, BDS	4	3	7
LANSING	CMH/DIR & PRES'S	30	45	75
E. LANSING/KELLOGG	COM. SVC. FOR HEARING IMPAIRED	35	22	57
LANSING	CRISTO-REY	4	6	10
LANSING	CRISTO-REY HANDICAPPERS	15	2	17
LANSING	D.D. COUNCIL	20	50	70
LANSING	DD COUNCIL/FAM SUPP GRP	7	13	20
LANSING	DD COUNCIL/P&A		4	4
GRAYLING	DEPT. OF SOCIAL SERVICES		21	21
M.L. KING JR HI., DETROIT	DETROIT PUBLIC SCHOOLS		30	30
KALAMAZOO	DOWN'S SYNDROME SUPPORT GROUP		9	9
WESTERN MICH UNIVERSITY	FUTURE TEACHER OF PE FOR SPECIAL CHILDREN	30	5	35
LANSING	GRACE BRETHREN CHURCH/HEADSTART	2	2	4
GRAND RAPIDS/WELLERWOOD SCHO	GRAND-SAC	6	20	26
DETROIT	HOWARD UNIV SPEC STUDY GROUP		8	8
MASON/INGHAM DEVEL. CENTER	INGHAM PARENT SUPPORT GROUP	1	15	16
LANSING	INST. OF MERCH. & DESIGN		15	15
LANSING	INSTITUTE OF MERCHANDIZING AND DESIGN	15		15

Report: YEAR I & II LIST

LOCATION	NAME	NO.PROF.	NO.PAR.	TOTAL
GRAYLING	ISD'S	15	100	115
BATTLE CREEK	KIWANIS		15	15
BATTLE CREEK	KIWANIS - STATE ORGANIZATION	20		20
BATTLE CREEK	KIWANIS STATE ORG		20	20
LANSING	MAASE	40		40
LANSING	MAASE		40	40
LANSING	MAASE/MAISEA/SESOM	5	50	55
EAST LANSING	MABH	155	31	186
LANSING	MAEDC/LANSING	5	6	11
LANSING	MDE/SES		40	40
DEARBORN	MEA		30	30
KELLOGG CENTER, LANSING	MI COMMITTEE FOR REFUGEE RESETTLEMENT	10		10
LANSING/MDE	MI DEPT. EDUC. STAFF	7		7
LANSING, KELLOGG CTR	MI/COMM FOR REFUGEE RESETTLEMENT		10	10
LANSING	MI/COMM HANDIC. AFFAIRS	2	1	3
LANSING	MI/P&A	2	24	26
DEARBORN - HYATT	MICH EDUCATION ASSOC	30		30
MONROE, MI	MONROE CO. ISD/PARENT SEMINAR PROGRAM	6	16	22
OVID	OVID PARENT SUPPORT GROUP	2	6	8
OVID	OVID PARENT SUPPORT GROUP	1	7	8
OVID, MI	OVID PARENT SUPPORT GROUP	1	7	8
LANSING, HILTON INN	P & A	42		42
LANSING	P&A	96		96
MT. PLEASANT, MI	PAC/ISD	17	28	45
BYRON CENTER, GRAND RAPIDS	PARENT SUPP GROUP		8	8
LANSING	PARENTS OF CHILDREN IN GROUP HOMES	3	10	13
LANSING	PARENTS OF DEAF/BLIND CHILDREN	100	10	110
LANSING	PIAM	20	20	40
LANSING	PIAM	20	20	40
TRAVERSE CITY	SCADS	40	5	45
HOWELL	SCADS	45	5	50
LANSING	SCADS	4	6	10
LANSING	SCADS, EXEC COM	4	9	13
	SEAC	4	25	29
LANSING	STATE REFUGEE COALITION	30		30
LANSING	STATE REFUGEE COALITION		30	30
MARYGROVE COLLEGE	STUDENTS	6		6
CHICAGO, ILL	TAPPS/PACER	30	10	40
LANSING	VOC/REHAB-WORK GROUP ON HAND. PRSNS.	2	8	10
KALAMAZOO	WMU/FUTURE TEACHERS	5	30	35

LEVEL IV - CONCLUSION

Public information efforts reached 1,257 parents and 1,373 professionals through inservices and pre-services on special education related topics and program services. Additionally, through the use of the media and other outreach efforts parents who suspect their child has special needs are made aware of program services as an information resource.

The project goal was to reach 4,000 parents and professionals through individual assistance and public outreach. The project reached approximately 3,500 persons through public outreach and 1,259 through individual assistance for a total of 4,759.

APPENDICES

APPENDIX A

APPENDIX A
CONTRIBUTORS LISTING

- Allegan Intermediate School District
- Apple Computer Incorporated
- Area Child Amputee Center, Michigan Department of Public Health
- Association For Children and Adults with Learning Disabilities (MACLD)
- Association For Retarded Citizens/Calhoun
- Association For Retarded Citizens/Manistee
- Association For Retarded Citizens/Marquette
- Association For Retarded Citizens/Michigan
- Association For Retarded Citizens/Mt. Pleasant
- Association For Retarded Citizens/Northwest Communities
- Association For Special Kids (ASK), Parent Support Group, Ionia
- Bank of Lansing
- Berrien County Intermediate School District
- Center of Handicapper Affairs
- Clinton County Intermediate School District
- Copper Country Mental Health Department
- Detroit Public Schools
- Division of Crippled Children, Michigan Department of Public Health
- Down Syndrome Association
- Eastern Michigan University, Labor Studies Program, Union, Minorities, Women and Handicappers Program
- Escanaba Intermediate School District
- Epilepsy Center of Michigan
- Family Support Subsidy Program
- First of America Central
- Flint Community Schools
- Foster, Swift, Collins & Coey, P.C.
- Fraser, Trebilcock, Davis and Foster, P.C.
- Great Lakes Area Regional Resource Center (GLARRC), Ohio State University
- Ingham County Parent Advisory Committee
- Ionia County Intermediate School District
- Kent Intermediate School District
- Lansing School District
- Macomb Intermediate School District
- Main Hurdman Accountants
- Mental Health Association of Michigan
- Michigan Alliance of School Physical and Occupational Therapists
- Michigan Association for Children with Learning Disabilities/Southfield Chapter
- Michigan Association for Emotionally Disturbed Children
- Michigan Association for Emotionally Disturbed Children/Gaylord Chapter
- Michigan Association for Learning Disabilities Educators
- Michigan Association of School Boards
- Michigan Association of School Psychologists
- Michigan Association of Teachers of Emotionally Disturbed Children
- Michigan Commission for the Blind
- Michigan Consolidated Gas Company
- Michigan Department of Education, Bi-lingual Department
- Michigan Department of Education, Special Education Services
- Michigan Education Association
- Michigan Federation of Teachers

Michigan Head Injury Alliance
Michigan Protection and Advocacy Services
Michigan Rehabilitation Services
Michigan School Social Workers Associations
Michigan Society for Autistic Citizens
Michigan Society for Autistic Citizens/Kalamazoo Chapter
Michigan Society for Autistic Citizens/Northwest Chapter
Michigan Society for Deaf Children
Michigan Speech-Language-Hearing Association
Michigan State Board of Education
Midland Intermediate School District
Motor Wheel Corporation
Mott Children's Health Center
National Information Center for Handicapped Children and Youth
Ovid Parent Advisory Committee
Parent Advisory Coalition for Educational Rights (PACER) Center, Minneapolis, Minnesota
Parent Awareness, Delta College
Parents of Special Kids
Physically Impaired Association of Michigan
Project Find, Michigan Department of Education
Retired Senior Volunteer Program (RSVP), Lansing
Spina Bifida Association/Kalamazoo Chapter
St. John's Parent Advisory Committee
Statewide Communication and Dissemination System (SCADS)
Teacher Consultants of Michigan
Technical Assistance To Parent Projects (TAPPS)
The Council for Exceptional Children
The Starr Commonwealth Schools, Albion, Michigan
Tourette Syndrome, Wyoming County Chapter
United Cerebral Palsy Association of Michigan
United Way of Michigan
U.S. Department of Education
Van Buren Parent Advisory Committee
Walter Neller Company
Wayne County Intermediate School District
Wayne County Special Education Council
WLNS TV - Channel 6, Lansing

APPENDIX B

APPENDIX B

SYNOPSIS OF WORKSHOP EVALUATION COMMENTS

GENERAL COMMENTS

It was excellent!

The presenters were very good

I think your workshop is very good and important to us as parents.

Please have more of the same for future - it was excellent!

This was my first time to attend and time slipped by fast as you all offered a tremendous amount of good information.

That I am not alone.

DID YOU LEARN ANYTHING NEW FROM THIS WORKSHOP?

A lot of terminology that I didn't understand before, I do now.

Yes, being assertive and not agressive is a very key role to know how to play. I enjoyed the presentation very much and I believe I can be a better "assertive" person.

I was really impressed with the presentation - glad to learn more about CAUSE.

Good information for parents of handicapped children.

As a professional, I'm pleased to see parents becoming more informed. I've wanted to see this happen for a long time.

The deep concern of parents of special children and the education - Excellent presentation!

Definitely, I feel like as a parent, no one else can advocate for my child as well as I. This workshop has given me confidence.

Everything - excellent; laws, discriminations, needs.

Mainly it reinforced what countless phone calls and reading everything I could get my hands on - on how to go for all my child needs - this gave me tremendous backup in writing.

Details are so important - this workshop makes one more knowledgeable on rights and responsibilities.

Reassured what I have done thus far is right - - increased my knowledge and confidence.

Reassured what I have done thus far is right - - increased my knowledge and confidence.

1. Basic IEPC processes and rights that I was not familiar with, such as who should be present and what should be included, etc. 2. This workshop also introduced me to people and organizations that made me aware of my poor educational program set up for my child and possibly how to change it.

Parent rights and how to go about getting them. What the responsibility of the school is to the student.

There is help out there, and ways of finding it.

We are not alone.

Where to obtain information about IEPC, Guardianship, different agencies to contact for information concerning my child.

I learned what organizations I could look to in case I need them. I learned more of what my rights are.

Rights of parents I never knew. Things I could have done for my son if I would have known.

That you have to become involved in your handicapped child's education and be sure to go over all resources open to him or her.

I learned to listen and actually hear what was being said, not just what I wanted to hear. I learned to incorporate this information into daily experiences.

That we need not be helpless and frustrated when we feel the school is not addressing our children's needs; but we can be assertive and knowledgeable in getting the wheels rolling.

Most importantly, the workshop revived confidence that no one is loved 100% of the time, set goals and don't lose sight of them even when confronted by many arguments - it's refreshing to know others can help you deal with situations.

There are very caring people in the professional level.

HAS THIS WORKSHOP IMPROVED YOUR ABILITY TO ADVOCATE FOR YOUR CHILD?

Stressing the use of control and trying to communicate with others without losing your cool should help everyone. You get more accomplished.

I have been given strength! - to be educated.

I will be better prepared in the future for meetings with the school.

This workshop was very good. Everyday language. Thank you!

Whole program was very effective and made me feel more confident.

Reminding to keep records; that a parent is the handicapped child's best hope. I've come away feeling more inspired to help my child and other children in my district and feel more knowledgeable to do so.

Presently I have not had to be an advocate for my children but I will be prepared in the future.

I needed help in communicating with professionals. This has helped. As parents we need to feel they recognize us as parents of handicapped - NOT handicapped parents!

That I've found that I have choices.

The reinforcement of the idea of change is possible and that we have choices in our communications and behaviors.

I think it was a wonderful reminder that as a parent I know my child and I do have valuable ideas for him.

As a pre-service teacher I am now much more aware of the importance of teacher/parent teamwork and how beneficial it can be to the child.

All of it - it helped to understand a lot more.

Push for the appropriate education even though the therapists say they don't have extra time. Maximum potential is a right to fight for.

This will aid me in being better informed and to know my rights going into an evaluation procedure.

You provided me with the tools I need to progress with the school.